

Improving Teacher and Principal Effectiveness: Guidance for Utilizing Title II, Part A Funds

Title II, Part A funds are provided to districts to increase student academic achievement through strategies such as improving teacher and principal effectiveness and increasing the number of highly qualified and effective teachers in the classroom and highly qualified and effective principals and assistant principals in schools. This tool will assist in the organization and implementation of the programs and activities supported by Title II, Part A funds. Please note the “requirements” of each section and the suggested sources of evidence to support them. While they are samples of required documentation, districts may use additional resources. The sources of evidence should be kept on file at the district office and made available during a Statewide Consolidated Monitoring visit.

Allowable uses of Title II, Part A funds include, but are not limited to the following:

- Support Teacher and Principal Professional Growth and Effectiveness Systems
- Recruit, hire, and retain highly qualified and effective teachers and principals;
- Teacher advancement initiatives that emphasize multiple career paths
- Provide professional learning activities that improve the knowledge and effectiveness of teachers, principals and superintendents
- Establish induction and mentoring programs;
- Provide professional learning, course work and exams to assist educators to become highly qualified

Program Requirements:

- Districts must conduct an assessment of local needs for professional learning and hiring. There should be a clear connection between identified needs and Title II, Part A activities.
- Title II, Part A activities must be 1) aligned with state standards; 2) based on a review of research; and 3) designed to have a substantial, measureable, and positive impacts on student achievement.
- District must target funds to school that 1) have the lowest proportion of highly qualified teachers; 2) have the largest average class size; or 3) are identified as a priority or focus school.
- Districts must ensure that all professional learning activities are coordinated with other federal, state and locally funded professional learning.
- Districts must ensure that teachers, paraprofessionals, principals and other relevant school personnel, and parents collaborate in the planning of all Title II program activities.
- Districts shall use Title II, Part A funds to get teachers highly qualified.
- The Title II program is evaluated for effectiveness.

Highly Qualified Teachers (HQT) Districts shall use Title II, Part A funds to get teachers highly qualified.

Requirements	Suggested Sources of Evidence
The district's current highly qualified teacher percentage is 100 %. §1119	Most current LEAD Report
The district ensures that new hires meet the highly qualified standards. §1119(a)(1)	LEAD Report and List of new employees
All of the teachers paid with Title II, Part A funds, for the purpose of class size reduction, are highly qualified. §2123(a)(2)(B)	LEAD Report, MUNIS Report
The district notifies parents of their right to request and receive information on the qualifications of their children's teachers. §1111(h)(6)(B)(ii) Also required by Title I, Part A	Dated Letter of Parents Right to Request (may be found in the district/school handbook)
Schools that receive Title II funds notify parents when their children are taught for four or more consecutive weeks by teachers who are not highly qualified. §1111(h)(6)(B)(ii) – Also required by Title I, Part A	Dated Parent Notification Letter

Equitable Distribution: The district has a plan to implement strategies to ensure that every student has the same opportunity to be taught by highly qualified and effective teachers regardless of their achievement level, socioeconomic status, race, or special needs. Equitable distribution of teachers and students means identifying teacher strengths and talents and placing them to best meet the needs of the students.

Requirements	Suggested Sources of Evidence
<p>The districts has implemented various strategies, to ensure low-income, minority, and learning-disabled students are just as likely to be taught by a highly qualified, effective, experienced teacher working in their field as are students that do not fall in that category. And, the district ensures that teachers are equitably distributed throughout the district.</p> <p><i>§1112(c)(1)(L)</i></p>	<p>Teacher and student placement policies and procedures; LEAD report; district and school assessment and accountability report; Effectiveness data</p>

Program Development, Implementation, and Evaluation: There should be a clear connection between identified needs and Title II, Part A activities.

Districts must conduct an assessment of local needs for professional learning opportunities that improve and increase teachers' knowledge of the subjects they teach and enable teachers to become highly effective. Title II, Part A activities must be 1) aligned with state standards; 2) based on a review of research; and 3) designed to have a substantial, measureable, and positive impacts on student achievement.

High quality professional learning includes activities that:

- Are an integral part of the school and district improvement plans
- Are high quality, sustained, intensive, and classroom-focused
- Are ongoing not just a 1 or 2 day workshop or conference
- Advance teacher understanding of effective instructional strategies that improve teacher practice
- Are evaluated for effectiveness of implementation

Requirements	Suggested Sources of Evidence
The school district provided opportunity for systematic consultation with teachers, administrative personnel and other appropriate groups through the planning and implementation of this Title II, Part A project. The names and areas of representation of committee members are documented. §6202(b)(5)	Agendas, minutes of meetings, and sign-in sheets to attest to involvement in the consultation process and development of recommendations for the use of funds
When determining the use of Title II, Part A program funds, the district has targeted schools that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under Title I, Section 1116(b).	MUNIS report, staffing allocation, LEAD report, Comprehensive District Improvement Plan (CDIP), Comprehensive School Improvement Plan (CSIP)
Professional learning needs of teachers and principals are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and surveys. (For PL funded by Title II, Part A).	Needs assessment, CDIP/CSIP, Surveys
Professional learning activities funded by Title II, Part A are based on a review of scientific research, meet the federal criteria for professional learning and are focused on supporting teachers in meeting the highly qualified requirements.	CDIP/CSIP, LEAD report

Requirements	Suggested Sources of Evidence
A record is maintained when Title II, Part A funds are used for professional learning activities or conferences.	Pertinent information such as dates, topics, agendas, stipends, staff attending, and cost is also maintained; CDIP/CSIP
All professional development equipment and materials over \$5000 purchased with Title II, Part A funds are permanently identified with “ <i>Title II (A)</i> ” and “ <i>FY</i> ” prior to placement.	Current inventory of Title II funded purchases, including the site, location, and invoices. (Items must be for PD needs not classroom sets)
Class-size reduction needs are determined by analysis of data compiled through such processes as achievement test results, needs assessments, and class size data reviews.	Needs assessments, CDIP/CSIP, staffing allocation, SBDM meeting minutes/agendas
Personnel compensated from Title II, Part A funds are performing assignments appropriate to the program implementation as approved in the district’s Title II, Part A application and appropriate documentation is maintained.	MUNIS, teacher assignment roster, Personal Activity Reports (PAR) or Time and Effort Logs, interviews with district staff, teachers
Programs, services and other activities were implemented shortly after approval of the District Teacher Quality Program (Title II, Part A) Budget. If implementation was delayed, provide explanation.	Approved Teacher Quality Program Budget, invoices, MUNIS demonstrating the timely expenditure of funds
All expenditures relate to the program(s) outlined in the application and are used to enhance professional learning instruction of identified participants. Evidence of the expenditure of state and local funds (e.g., computer printouts, paid claims, and invoices) is available to document the use of Title II, Part A funds to supplement and not supplant the program outlined in the District Teacher Quality Program Budget.	District Teacher Quality Program Budget, invoices, MUNIS, CDIP/CSIP, staffing allocation, SBDM minutes/agendas, Board minutes/agendas
A plan has been established to provide valid evaluation information on all Title II, Part A programs.	Title II, Part A program evaluation, needs assessment, SBDM council minutes/agendas, Board minutes/agendas, CSIP/CDIP, assessment data

Requirements	Suggested Sources of Evidence
Program funds are used to develop and implement initiatives to assist in recruiting highly qualified teachers, and hiring highly qualified teachers, who will be assigned teaching positions within their fields. Section 2123(a)(2)(C)	Invoices, advertisements, MUNIS, Board minutes/agendas, SBDM minutes/agendas
The LEA developed and implemented initiatives to promote retention of highly qualified and highly effective teachers and principals, particularly within schools with a high percentage of low-achieving students. Section 2123 (a)(2)(A)(i)	CDIP/CSIP, TELL survey data, Assessment data, MUNIS, Effectiveness data, invoices

Participation of Private Nonprofit (PNP) Schools

Requirements	Suggested Sources of Evidence
There are private non-profit schools (PNPs) or home schools being served by Title II, Part A	List of participating private-non-profit schools and home schools within the district.
Documentation indicates that the school district consulted with identified private non-profit school officials regarding the benefits and limitations of participating in federal programs.	Minutes/agendas of consultation meetings, sign-in sheets, declaration of intent to participate letter to PNPs (including home schools within the district)
Participating private non-profit school programs are operated by the public school district and documentation verifies that the services and/or professional learning provided for participating PNPs assist in meeting the professional learning needs of the private school teachers and principals.	Surveys, consultation forms with signatures, needs assessments, invoices, evaluation
Participating PNP programs are maintained by the public school district and documentation verifies that the services and/or professional learning provided for participating private schools are secular, neutral, and non-ideological.	PL documentation, agendas from conferences/trainings, invoices
Procedures have been established for the retrieval of Title II, Part A purchases made on behalf of private schools when the materials are no longer needed for Title II, Part A purposes. The procedures require that retrieved purchases be distributed equitably among participating schools.	EDGAR – Disposal of Equipment Procedures, Inventory
Expenditures have been made for private school teachers and principals on an equitable basis in accordance with information provided by the Title II, Part A district office.	MUNIS Budget, District Teacher Quality Program Budget, invoices
Private School Officials have been notified of the Complaint Procedure, in the event there is a question of equitability of services.	Complaint Procedure, correspondence to PNP/home schools notifying them of the complaint procedure

Financial Management

Requirements	Suggested Sources of Evidence
If the district transfers 100% of Title II funds into Title I, participating PNPs must still be served reserving the Eisenhower amount as a minimum.	Approved current Title II, Part A Teacher Quality Program budget, MUNIS
Schools' and district's staffing patterns and financial expenditures/obligations to date are consistent with the approved Title II budget and fund spent in a timely manner for the last 3 years.	Staffing allocation, expenditures on detailed MUNIS report, District Teacher Quality Program Budget
The district Title II, Part A program officer works closely with the district's business manager to ensure Title II, Part A funds are properly budgeted, expended, and reported using the appropriate MUNIS codes for the last 3 years.	MUNIS, District Teacher Quality Program Budget, Invoices, Quarterly Reimbursement Requests
Payroll records document the staff at the district and school level paid completely or partially from Title II, Part A funds for the last 3 years.	MUNIS, Teacher Quality Program Budget, PAR/Time and Effort logs
District and/or school personnel paid partially from Title II funds maintain monthly Personal Activity Reports indicating the percentage of time the employee worked directly with Title II and other duties.	Personal Activity Reports (PAR) for partially paid out of Title II funds, MUNIS, Teacher Quality Program Budget
The report is signed by the employee and supervisor who has firsthand knowledge of the work performed. (For the last 3 years)	PAR/Time and Effort Log - Must be signed by employee and supervisor
District and/or school personnel paid solely from Title II funds maintain semi-annual Personal Activity Reports demonstrating the employee worked solely with Title II for the period covered by the documentation.	PAR/Time and Effort Log for personnel paid solely out of Title II funds , MUNIS, Teacher Quality Program Budget
The report is signed by the employee and supervisor who has first-hand knowledge of the work performed. (For the last 3 years)	PAR/Time and Effort Log - Must be signed by employee and supervisor

Requirements	Suggested Sources of Evidence
There is a separate accounting of Title II funds maintained in the MUNIS system identified by school units.	Detailed MUNIS budget and invoices documenting Title II expenditures by schools.
The two most recent financial audits are free of any federal findings in relation to Title II, Part A.	Copy of the two most recent financial audit findings
If there were findings, have they been resolved.	Resolutions of findings documentation
The only Title II portion of the financial audit was charged to the Title II account.	MUNIS report, Teacher Quality Program Budget
The district has appropriately tagged Title II assets/equipment.	Look at reason for the disposal of equipment, removal from master inventory
The district maintains adequate internal controls in the disbursement of Title II funds.	Policies and procedures used by the district for all procurement from non-federal and federal funds that include the signature of the Title II Coordinator and the superintendent (or designee)
Expenditures and encumbrances for Title II, Part A are supported by appropriate documentation.	Payroll, purchase requisitions/orders, invoices, journal entries, MUNIS
There is documentation that Title II funds supplement, no supplant, general (state and local) funds.	Staffing allocations, expenditure reports, MUNIS, SBDM/Board minutes/agendas, CDIP/CSIP
All Title II records kept for the current year and three previous years.	May be purged after ten years
Expenditure reports for Title II, Part A are submitted accurately and on a timely basis to the state. (Verified by KDE Division of Budgets and Finance)	
Federal Cash Request forms for Title II, Part A are submitted on a timely basis to the state and the 30 day cash advancement limitations adhered to. (Verified by KDE Division of Budgets and Finance)	